

AFFIRMATIVE ACTION MANAGEMENT WITHIN THE ACADEME:
THE FEASIBILITY OF THE IMPLEMENTATION OF EQUAL
EMPLOYMENT OPPORTUNITY THROUGHOUT THE
ACADEMIC COMMUNITY OF
DRAKE UNIVERSITY

A Field Report
Presented to
The School of Graduate Studies
Drake University

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by
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November 1973

"In spite of the presumed implementation of affirmative action programs in higher education, the proportion of blacks among teaching faculty has increased only slightly: from 2.2 percent in 1968-69 to 2.9 percent in 1972-73. For women on the faculty, there has been not so much an increase as a redistribution, with the proportions decreasing at two-year and four-year colleges and increasing slightly at universities. . . . Thus, affirmative action programs designed to increase the proportions of minorities and women on college and university faculties seem to be moving at a slow pace."

--Alan E. Bayer, Teaching Faculty in Academe: 1972-73, Office of Research, American Council on Education Research Report, Vol. 8, No. 2, 1973.

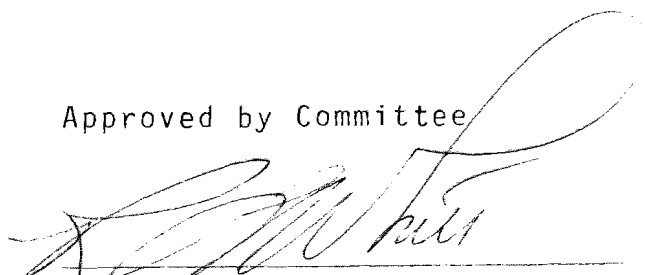
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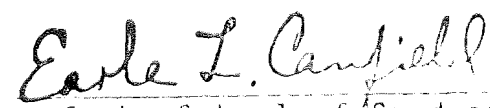

Dean of the School of Graduate Studies

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Chapter 1

INTRODUCTION

Affirmative action was born under the plausible auspices of a Senatorial debate, particularly one significant interchange between Minnesota Senator H. Humphrey and Florida Senator Smathers, reflecting the brief history of the Civil Rights Act of 1964. This act, in the view of its principal sponsors, purposed, among other things, to engage the force of the Federal government in battle to diminish or to rectify discriminatory hiring practices in firms and institutions having or seeking contracts with the Federal government. Title VII of the Act forbids discrimination by employers on grounds of race, color, religion and national origin, either in the form of preferential hiring or advancement, or in the form of differential compensation. Contracting higher educational institutions, deemed negligent in complying with these provisions could be deemed ineligible for such contracts, or contracts could be suspended, terminated, or not renewed.

The first steps in implementing the new act were based on executive orders of President Lyndon Johnson

corresponding to the Humphrey-Smathers debate. President Johnson's Executive Order Number 11246 (1967) states:

The contractor will not discriminate against any employee or applicant because of race, color, religion, sex or national origin. The contractor will take affirmative action to ensure that employees are treated during employment without regard to their race, color, religion, sex or national origin.¹

Affirmative action was altered by a Labor Department order, based not on the Civil Rights Act but a revised Presidential directive, only months after the Johnson order was announced. This order reshaped Johnson's order into a weapon for discriminatory hiring policies. Revised Order Number Four, Department of Labor, reads:

An affirmative-action program is a set of specific and result-oriented procedure to which a contractor commits himself to apply every good faith effort. The objective of these procedures plus such efforts in equal employment opportunity. Procedures without effort to make them work are meaningless; an effort, undirected by specific and meaningful procedures, is inadequate. An acceptable affirmative-action program must include an analysis of areas within which the contractor is deficient in the utilization of minority group persons and women, and further, goals and timetables to which the contractor's good faith efforts must be directed to correct the deficiencies and thus, to increase materially the utilization of minorities and women, at all levels and in all segments of his work force when deficiencies exist.²

¹U. S. Department of Health, Education and Welfare. Office of the Secretary (Office for Civil Rights). "Text of Executive Order 11246," Higher Education Guidelines, Executive Order 11246, pp. A1-A2.

²HEW, "Text of Revised Order Number Four," Ibid., p. C2.

As universities climb out of the rubble of campus disorders of the 1960's, beset by harsh budgetary reverses, they, as Federal government contractors subject to affirmative action laws, now are required to join the national effort by employers to redress national social injustices within their own walls at their own expense. To do this, under the Federal government affirmative action guidelines, would compel a stark remodeling of their criteria of recruitment, and a re-examination of their ethos of professionalism and their standards of academic excellence. Refusal to comply satisfactorily with civil rights compliance would risk their destruction.

Universities, for a variety of singular reasons, are extremely vulnerable to the Federal government affirmative action compliance demands. As President McGill of Columbia remarked recently, "We are no longer in all respects an independent private university."¹

As early as 1967, the Federal government was annually disbursing funds to universities at the rate of three-and-a-half billion dollars a year; recently the Carnegie Commission suggested that the Federal government contract

¹Paul Seabury, "HEW and the Universities," Commentary, V (February, 1972), 32.

funding be increased by 1978 to thirteen billion dollars, if universities are to meet their educational objectives.¹

¹Ibid., 35.

Chapter 2

THE PROBLEM

Unlike equal educational opportunity, affirmative action, including contract compliance, as a management discipline within higher educational institution organizations is relatively new in some cases (one and two years old in many public institutions and a few select private institutions) and practically brand new in many cases; according to a recent publication by a Federal government civil rights compliance regulatory agency.¹ Affirmative action, a new dimension in management on the part of higher educational institutions, appears to be here to stay. One simply has to refer to the newspaper headings of the last two school years and the listings of request for full-time affirmative action officers with experience of equal employment program management, preferably in an institutional setting, found in professional journals, both of which reflect the importance of affirmative action program compliance, the controversy

¹U. S. Department of Health, Education and Welfare, Office for Civil Rights, Denver, Colorado, Regional Office. Contract Compliance for Institutions of Higher Education. April, 1972, pp. 1-17.

triggered off by non-compliance and the strong urgency of developing a full-thrust affirmative action program, to appreciate this point.

According to data from the Office of Presidential Assistant for Equal Opportunity Programs at Drake University, the brief introductory experience of affirmative action management at the University is pointing out that the non-academic sections of the institution organization--Business and Finance, Institutional Development and Student Life--find no great difficulty in conceptualizing and adjusting to the new management concept of running the organization.¹ The non-academic sections of the institution organization can rely on the experiences of traditional employers in industry and corporate communities which have been subjected to Federal government affirmative action/contract compliance orders and equal employment opportunity enforcement since the enforcement of Title VII of the Civil Rights Act of 1964. However, the experience of the Office of Presidential Assistant for Equal Opportunity Programs points out that, because of the unique procedures in carrying out staff development, the academic community of the Drake University

¹Drake University, Equal Employment Opportunity Affirmative Action Document, Des Moines, Iowa 50311, January, 1973, pp. 27-32.

organization illustrates greater difficulties in accepting, adjusting, and carrying out affirmative action program intents. For example, the affirmative action statistical profile analysis of the academic community, which illustrates, among other points, salary and professional rank disparities between men and women with the same, or similar, professional qualifications and job responsibility, is substantially more negative than the profiles of the non-academic sections of the University.¹

An effective affirmative action plan can only begin at an institution of higher learning when the initiative is taken by the institutional leaders. The chief administrative officer of a given campus, therefore, must exert persuasive leadership in the individual colleges under his, or her, direction. At Drake University, the development and administration of the affirmative action plan and program are found in the Office of the President. The President delegates specific authority and responsibility to the Special Assistant for Equal Opportunity Programs, or Drake's affirmative action/contract compliance officer who is directly responsible to, and works out of, the Office of the President. However, the college deans and academic

¹Ibid., p. 27.

department and unit heads, as well as the leaders of the non-academic sections of the institution, together with the Presidential Assistant and the President's Affirmative Action Committee, must carry on this initiative of leadership--a group effort. Leadership in this area can only succeed if the commitment to affirmative action is clearly defined, recognized and implemented by the middle management persons within the academic communities directly responsible for staff development functions.

It is significant to note that if there were unionization of faculty at Drake, the individual academic department chairpersons would have a dual role of responsible leadership in affirmative action implementation. First, they must recognize that they belong to the ongoing process of the University, and as such would be managers obligated in their management policies by the larger policies of the University, such as those which make up the University's official document, affirmative action.¹ Second, being members of a collective bargaining unit--AFT, NEA, AAUP--department chairpersons must remember that historically, it has been in the best interest of union members not to violate Federal government "guidelines."

¹Ibid., pp. 1-52.

Thus, they would be obligated to the affirmative action plans accepted by any collective bargaining unit.

Nonetheless, too many faculty and academic leaders, non-intentionally in many cases, see themselves exempt and free from affirmative action management as they have often been portrayed in scholarly mythology, according to the program experiences of the Office of Presidential Assistant for Equal Opportunity Programs. They divorce themselves from problem areas of adjustment and management as a result of contingencies called for by affirmative action. A good example of this point is the whole controversial issue of employability. Unlike many positions found in industry, or, for that matter in many cases, positions found in the non-academic sections of the University, where an applicant can be trained within a short period of time to perform a given task, the road to qualifying for advanced degrees in order to obtain academic positions is long and costly. Many job descriptions for academic responsibilities require that no applicant will be considered unless he, or she, holds a doctorate-level degree. It is at this junction that the Presidential Assistant and the President's Affirmative Action Committee suggest that the academic requirements for certain positions be lowered, when appropriate. Obviously, the response from the academic communities is that "standards cannot be lowered." Conflicts arise concerning

this issue, and it appears that they will continue to do so at any university in today's society.

At Drake, it is imperative that the academic leadership adjust to the contingencies that are called for by the University's written affirmative action document, which, in turn, reflects those contingencies of affirmative action on the part of a Federal government contractor called for by the civil rights compliance regulatory and statutory agencies within the Federal government community. This leadership, then, must exert its influence within the academic community circles. If this leadership fails, then it will be only a matter of time before outside "encouragement" to adopt affirmative action programs is offered.

Data from this thesis paper's questionnaire/opinionnaire survey project can very definitely aid the Presidential Assistant and the President's Affirmative Action Committee to offer technical assistance and guidance to the academic leadership. It can point out obvious areas of program deficiencies, areas of low adjustment to affirmative action policies, and areas of lack of complete communication and understanding of the University's plan and program. Data from the project can very definitely be part of materials for the planning of a University over-all strategy for effective affirmative

action management within the academe in the immediate future.

Chapter 3

RESUME OF RELATED LITERATURE

Because of the relatively recent introduction of the affirmative action dimension of management within institutions of higher learning, related literature, obviously, is limited. The bulk of literature would be found in official documents and reports within Federal government civil rights compliance/regulatory and statutory agencies in Washington, D. C., the Federal regional offices across the country, most notable the Office for Civil Rights (Higher Education Contract Compliance Division), U. S. Department of Health, Education and Welfare, and documented information compiled by Drake University and the University of Toledo.

Specifically, there is a sixty-page official document pertaining to Drake University and affirmative action, prepared by the Presidential Assistant for Equal Opportunity Programs with specific input of human resources of the University from the President's Affirmative Action Committee and guidelines from the Office of the President. The University's affirmative action written document contains

the General Policy Statement of the University which reads in part:

Drake University reaffirms its policy of equal opportunity in higher education and its non-discrimination statement contained in the Articles of Incorporation: Employment opportunities at the institution will continue to be open without regard to race, color, creed, religion, sex age, national origin or handicapped disability. . . . Drake University will promote the full realization of equal opportunity through positive, continuing programs in every department.¹

Under the large subheading of Responsibilities under Section I, the document further reads in part:

Every administrative and supervisory officer of the University (deans, directors, department and unit heads, supervisors, and all others exercising supervisory or administrative control over employees) is responsible for performing his or her functions and activities in a manner consistent with the University's published affirmative action plan.²

Under the large subheading of Employment Objectives under Section II, the document further reads in part:

The affirmative action employment goal of Drake University is the provision of an equitable policy for recruitment, employment, promotion, and retention of members of minority groups and women in all positions within the institution. This includes candid and realistic advertising and affirmative recruitment for all available faculty, administrative and supportive staff persons. . . . The University promotes the policy that no vacancy will be filled until there has been a substantial and assertive attempt to recruit minority group candidates and women.³

¹Ibid., p. 1.

²Ibid., p. 5.

³Ibid., p. 18.

Under the small heading of Academic Personnel under the large subheading of Employment Objectives under Section II, the document further reads in part:

Academic professional personnel includes deans, professors, associate professors, assistant professors, instructors and full- and part-time lecturers. The goal of Drake University is to achieve within each academic unit a diversified faculty, including a significant portion of minority group and female faculty. Each academic unit of the University will make positive efforts to recruit women and minority group persons for faculty and staff positions in accordance with the University's employment goals.

The above statement applies to the following: College of Business Administration, College of Education, College of Fine Arts, School of Journalism, Law School, College of Liberal Arts, College of Pharmacy, University College, School of Graduate Studies, Library, Computer Center and all other units of University that employ persons with academic rank.¹

Another official document relating to affirmative action and Drake University is a confidential report of a Title VI (of the Civil Rights Act) review of equal educational opportunity, dated April 24, 1969, and developed by the University's Presidential Assistant for Equal Opportunity Programs who was, at the time of the development of the report, functioning in the capacity of a compliance officer for the Federal Government. The official document is also filed in the civil rights compliance regulatory

¹Ibid., p. 19.

agency office of the Denver Regional Office of HEW, as well as Washington, D. C.¹

Other technical general related literature would include: the affirmative action plan of Tufts University which was used as a guide in the organization and technical writing of Drake's plan;² a position paper on contract compliance and how it relates to institutions of higher education, presented by the Denver Regional Office for Civil Rights (Region VIII), U. S. Department of HEW, to the University's Office of the President in April, 1972;³ and written remarks made by J. Stanley Pottinger, who directs the civil rights division of the U. S. Department of Health, Education and Welfare, in Washington, D. C. on the matter of affirmative action policy and academic faculty policy regarding staff development.⁴

¹U. S. Department of H.E.W., Office for Civil Rights Denver Regional Office (Region VIII), Compliance Review Report Under Title VI of the Civil Rights Act of 1964 for Drake University, April, 1969, pp. 1-25.

²Tufts University, Affirmative Action Document, Medford, Mass., January 25, 1971, pp. 1-17.

³U. S. Department of H.E.W., Office for Civil Rights Denver Regional Office (Region VIII), Contract Compliance for Institutions of Higher Education, April, 1972, pp. 1-33.

⁴U. S. Department of H.E.W., Office for Civil Rights Washington, D. C., Remarks by J. Stanley Pottinger, Director, Office for Civil Rights, at Panel on Affirmative Action and Faculty Policy, American Association of University Professors, New Orleans, Louisiana, May, 1972, pp. 1-22.

It is of particular importance of noting Pottinger's statements on affirmative action management within academic communities:

It has been argued, for example, that the enforcement of the law against discrimination in colleges and universities will somehow compromise what has been described as the egalitarian principle of professional and scholarly excellence upon which our universities were founded and have flourished. It has been argued that the traditional prerogatives of departments and faculties will be compromised by the imposition of federal requirements in the hiring and promoting of faculty. It has been argued, in summation, that unless HEW is stopped in its enforcement efforts, the university as we know it today will be compromised if not actually destroyed.

These issues are serious ones, are the concerns expressed by responsible members of the academic community, and cannot be dismissed without explanation. I am convinced, however, that the spectre of lost autonomy and diminished quality among faculties is one issue which has obscured the real objective of the law against discrimination: that is, to ensure equal opportunity to all persons regardless of their race, sex, religion, color or national origin, and to enhance the opportunities available to groups of persons previously excluded.¹

On speaking on the concept of the academic community problem of managing affirmative action, Pottinger makes the following points:

The affirmative action concept in the Executive Order is one of the special characteristics which distinguishes it from other anti-discrimination legislation. It has been a well publicized source of consternation to some within the academic community who believe that it is an impersonal, statistical approach

¹Ibid., pp. 7-8.

to hiring and promotion and, as such, is detrimental to the maintenance of high academic standards. . . .

The impact of the requirements set forth in the Executive Order and its implementing regulations on college and university employment policies, and particularly in the faculty area, is certain to be profound. . . .

Another point which has been raised in the context of the debate to which I have referred is the matter of the effect of the affirmative action concept and the enforcement actions of the Office for Civil Rights on academic freedom. . . .¹

Pottinger concludes his remarks by stating in part:

All of us in the Office of Civil Rights hope that the community of higher education will join us in viewing the requirements of the Executive Order not as a threat to the principle of . . . the autonomy of the academic community, but as furthering the goals which the overwhelming majority of that community has honestly articulated for years.²

Another source of general technical related literature is a newly published document by the U. S. Department of Health, Education and Welfare, Office of the Secretary (Office for Civil Rights) which is a comprehensive report on higher education guidelines under affirmative action and civil rights laws (including Executive Orders 11246 and 11375, as amended, Order Number Four and Revised Order Number Four of Affirmative Action Guidelines from the Office of Federal Contract Compliance. the new Order Number

¹Ibid , pp. 11-14.

²Ibid., p. 17.

Fourteen, Title VII of the Civil Rights Act of 1964 and Title IX of "Educational Amendments of 1972" of the Higher Education Act of 1972).¹ The document is filed in the Office of the President and Office of Presidential Assistant for Equal Opportunity Programs at the University.

There is now some very recent nontechnical, but general reading related literature found in institution publications, and even in scholarly periodicals. One such source is a document published at the University of Toledo.² The document forces the reader to take a new look at the university institution as an American organization with new and additional dimensional areas of management. As the experience of Drake University's affirmative action program attests, and the experiences of the U. S. Department of Health, Education and Welfare's contract compliance/affirmative action reviews on higher education point out, one cannot speak on the matter of affirmative action management in American colleges and universities without looking at the educational institutions as corporate style

¹U. S. Department of Health, Education and Welfare, Office of the Secretary (Office for Civil Rights, Higher Education Guidelines, Executive Order 11246, pp. A1-J6.

²W. Frank Hull and Richard R. Perry (eds.), The Organized Organization: The American University and its Administration (The University of Toledo Press, 1972), pp. 1-96.

organizations that do business with, among other outside organizational forces, the Federal government; an organizational enterprise accountable to a governing board and a constituency, and conscious of its efficiency in producing certain educationally-related products. Frank Hull of the Center for the Study of Higher Education, University of Toledo, points out:

The increase in administrators is, furthermore, encouraged by the tendency to accept a "business model" of operation and the rise of administrative organizational theory. Today such terms as "efficiency" and "accountability" are prominent within higher education circles. . . . Is not the university merely another corporation with a particular product?¹

Hull also alludes to the point that higher education institutional organizations depend on Federal government monies for their total institutional operation, and thus, being forced to develop corporate management style of operation in dealing with the largest business and business contractor of the world--the Federal government. Hull remarks:

One press toward the acceptance of corporate management practice has been due to the failure of institutions to present an alternative model which could keep the institutions fiscally sound and operational.²

¹Hull and Perry (eds.) "The University Administrator: Where Has He Been?". Ibid., p. 37.

²Ibid., p. 39.

Unlike the internal communities within organizational enterprises in business and industry, the corporate management style for higher education institutional organizations allows for complexity of the introduction of certain new management disciplines in the academic community of the organization, including those new management areas that might conflict with the concept of "academic freedom." W. Max Wise, Professor of Higher Education at the Teacher's College of Columbia University, remarks:

Corporation management practices has come to be part of American higher education, although it must be added that the adaptation of corporate management concepts to colleges and universities made allowance for a degree of independence of faculty which would not have been tolerated in the industrial corporation. . . . The modified corporation model allows departments and other units a degree of freedom.¹

The limited experience of Drake University's affirmative action program suggests that the main challenge of affirmative action management for the academia is the need for change of conditions of interaction among professionals within the academic circles. T. R. McConnell of the Center for Research and Development in Higher Education, The University of California, Berkeley, makes the following comment:

¹Hull and Perry (eds.), "Thoughts About the Collapse of Academic Government and the Possibilities for Its Revival," Ibid., p. 53.

Another reason for difficulty in developing a purposive administrative structure is that the University's staff is composed of professionals who have a different attitude toward authority from that which characterizes typical corporations. . . . The static university is an institution of the past. The new university will have to adapt itself much more rapidly and purposefully to changing conditions and demands inside the academic community and in the world around it.¹

The Drake University affirmative action program experience definitely points out, without a doubt, that the key to attitudinal and conditional change in academic department and units, indeed, the key to affirmative action management within the academe, is the departmental approach to implementation. Richard Perry of the Office of Institutional Research, the University of Toledo, makes the following observation:

A major difficulty which stands in the way of restructuring any major university is that of the lengthy and time-honored argument which has run throughout the history of higher education over what strength, what authority, what importance must be placed on the ability of a discipline to control its own destiny. Traditionally, the academic department in American higher education has represented the scholarly strength of an institution. . . . Anyone seeking to suggest a model different than the present for organizational structure must deal with the strength of the academic department. . . . The roots of the departments are deep in American college organization.²

¹Hull and Perry (eds.), "The Individual in the Organized University," *ibid.*, p. 65.

²Hull and Perry (eds.), "Restructuring the University," *ibid.*, p. 71.

Another nontechnical, but general reading, source of related literature is a particular comprehensive, well researched, and up-to-date article projecting a critical examination, from an academicians' general perception, of affirmative action management within the academe, an article which is found in a popular scholarly periodical.¹ Critics of the Federal government's current approach to attacking discriminatory hiring practices at higher educational institutions have a strong case on the nonfeasibility of affirmative action management in the academia which reflects the national government's sets of criteria and guidelines (presently, there are at least four separate and major sets of guidelines and rules and regulations coming from four major regulatory and statutory civil rights compliance agency units of HEW, Department of Labor, EEOC, and HUD, that are applicable to public and private institutions of higher learning in terms of jurisdictional review). Professor Paul Seabury of the political science department at the University of California at Berkeley, states:

As the federal government of the United States moves uncertainly to establish equitable racial and sexual patterns in universities, the management of targets, quotas and goals for preferential hiring, for example,

¹Paul Seabury, "HEW and the Universities," Commentary, February, 1972, pp. 33-44.

is certainly a matter as complex as the unusual politics which such announced policies inspire. How to arrive at some distinct utopian day when "under-utilization" of minorities and women within the academy has "disappeared" is as difficult to imagine by academic leaders as the nature of the ratios that will apply on that day. . . .

How does the academia prove innocence to discriminatory hiring? Faculty recruitment procedures are decentralized; they develop chiefly upon departments. Faculties resent attempts of administrators to tell them whom to hire, and whom not. Departments rarely keep records of the communications and transactions which precede the making of an employment offer, except as these records pertain to the individual finally selected. Still, the procedure is time consuming and expensive. Compliance data thus tends to be scanty and incomplete. . . . Yet HEW demands such data from universities on thirty-day deadlines, with contract suspension threatened. Moreover, on its finding of discrimination (usually based on statistical, not qualitative evidence), HEW demands plans for rectification which oblige the university to commit itself to abstract preferential goals without regard to the issue of individual merit.¹

As to the controversial issue that affirmative action management implies an attack on academic excellence and a lowering of standards for quality teachers, Seabury further remarks:

HEW's novel attack on discriminatory hiring requires academic departments to abandon, or less, the practice of looking to the best pools, for example the top 5% of graduate students in the top ten universities, from which they can hope to draw quality candidates from employment, thus quality becomes jeopardized. To comply with HEW orders, every department must come up not with the best candidate, but with the best qualified woman or nonwhite candidate. For when a male or a white

¹Ibid., p. 39.

candidate is actually selected or recommended, it is now incumbent on both department and university to prove that no qualified woman or nonwhite was found available. . . . Some universities already have gone so far in emulating the federal bureaucracy as to have installed their own bureaucratic monitors, in the form of affirmative-action coordinators, to screen recommendations for faculty appointments before final action is taken.¹

Speaking on the "hotbed" segment of affirmative action management--the establishment of numerical goals and timetables--Seabury remarks:

A striking contradiction exists between HEW insistence that faculties prove they do not discriminate and its demand for goals and timetables which require discrimination to occur. For there is no reason to suppose that equitable provisions on individual cases will automatically reproduce results which are set in the timetables and statistical goals universities are now required to develop. If all that HEW wishes is evidence that universities are bending over backward to be fair, why should it require them to have statistical goals at all? Do they know something no one else knows, about where fairness inevitably leads?²

On the issue of "academic freedom" an affirmative action management, Seabury states:

Yet another facet of HEW's procedures goes to the very heart of faculty due process: its demand of the right of access to faculty files, when searching for evidence of discrimination. Such files have always been the most sacrosanct documents of academia, and for good reason: it has been assumed that candor in the evaluation of candidates and personnel is best

¹Ibid., pp. 40-41.

²Ibid., p. 41.

guaranteed by confidentiality of comment; and that evasiveness, caution, smoke-screening, and grandstanding--which would be the principal consequences of open files--would debase standards of judgment. In the past, universities have denied federal authorities--the FBI for instance--access to these files. Now HEW demands access.¹

Seabury concludes his argument by stating his thesis that one thing is certain as a result of affirmative action management within the academe: either large numbers of highly qualified scholars will pay with their careers simply because they are male and white, or affirmative action will have failed in its benevolent purposes. Seabury states:

While deans, chancellors, and personnel officials struggle with these momentous matters, faculties and graduate students with few exceptions are silent. HEW is acting in the name of social justice. Who in the prevailing campus atmosphere would openly challenge anything done in that name? Tenured faculty perhaps consult their private interests and conclude that whatever damage the storm may do to less protected colleagues or to their job-seeking students, prudence suggests a posture of silence. Others perhaps, refusing to admit that contending interests are involved, believe that affirmative action is cost-free, and that all will benefit from it in the Keynesian long run. But someone will pay, namely very large numbers of white males who are among those distinguishable as "best qualified" and who will be shunted aside in the frantic quest for "disadvantaged qualifiabiles."²

Another related literature source, which is non-technical and general reading, is found in a professional

¹Ibid., p. 43.

²Ibid., p. 44.

journal.¹ Dr. Barbara W. Newell, Associate Provost for Graduate Studies at the University of Pittsburgh, examines the matter of the peculiarities of sex-linked jobs in academia and the sexual discrimination and stereotype management attitudes in universities. She remarks:

HEW has recognized but a handful of jobs as sex-linked and almost none in the university world. Yet . . . the majority of job classifications within the University of Michigan at the time of the HEW inquiries last year fell into single sex categories. . . .

Part of the explanation of differentials and limited entry lies with the problem of evaluation. Perhaps a story best illustrates what I mean. I was sitting once with a department chairman who was sincerely, and without malice, trying to evaluate possible junior faculty members. In the course of his ramblings, he said, "I just can't picture a woman handling one of the big lecture courses." This mental set had been acquired at cocktail parties and not from either experience or the accumulation of research on teaching effectiveness. It is hard to fight the stereotype of 'they can't or won't' until a fair number have been given a chance to try.²

Dr. Newell further alludes to the difficulty of academic affirmative action management as distinguished from the now relatively easy non-academic affirmative action management approach which leans on the experience of equal opportunity programs in industry since the inception

¹Barbara W. Newell, "Social Pressures on Management -- Equal Opportunity for Employment," The Journal of the College and University Personnel Association, XXIV, 1 (1972), pp. 62-67.

²Ibid., p. 64.

of the enforcement of Title VII of the Civil Rights Act of 1964. She states:

The country has now had more than a decade's experience with Equal Employment Opportunity programs. . . . Such laws have faced the issue into employers' consciousness and are positive. The one evaluation study I have seen of the effect of the Black Affirmative Action Program is being done by Dr. Betty Eidson for industry between 1964-70. Dr. Eidson found that the program has had a significant effort in industries which are expanding employment and where the personnel office is unusually committed.

Few of us represent educational institutions that are expanding. The easy avenue is not open to us. Most university non-academic personnel offices fall under the jurisdiction of the college and university business officers. The responsibility for the non-academic affirmative action program rests clearly with this group. . . .¹

Another related literature source, which is non-technical and general reading and found in a professional journal on higher education, is a very recent review of a large problem arena within academe.² Richard Chait, Assistant to the President at Stockton State College in New Jersey, and Andrew Ford, Assistant to the Vice President for Academic Affairs at the college, review the matter of affirmative action versus academic tenure. The complete text of the review article is as follows:

¹Ibid., p. 67.

²Richard Chait and Andrew Ford, "Can a College Have Tenure . . . and Affirmative Action, Too?", The Chronicle of Higher Education, Vol. VIII, No. 2, October 1, 1973, p. 16.

Federally mandated affirmative-action programs have altered traditional college and university personnel practices substantially. Recruitment, for example, has shifted from a semi-secret ritual, jealously guarded by the academic fraternity, to a generally public procedure. Since affirmative action requires recruitment nets to be widely cast, the recruitment pattern has expanded well beyond such conventional sources as word-of-mouth referrals, inquiries to select graduate schools, and hotel-suite interviews at professional meetings. Indeed, despite the surplus of available candidates The Chronicle bulges with "Positions Available" notices--many undoubtedly placed to satisfy affirmative-action guidelines. In addition, affirmative-action has prompted college administrators to reevaluate and revise other personnel practices such as promotions, retentions, transfers, and salary scales.

Even though affirmative action has had a critical impact upon these matters, its most significant ramification may be yet to come. Compliance with affirmative-action regulations may well end, or at least drastically transform, academe's most established and distinctive personnel practice--tenure.

Once awarded academic tenure by a particular college or university, a faculty member holds a continuous appointment at that institution until retirement or voluntary resignation. Tenure may be revoked only for "adequate cause: or financial exigencies or to meet significant programmatic changes. To receive tenure, a faculty member must satisfy minimum eligibility requirements, demonstrate a certain performance level, and reveal adequate potential for growth and development. As traditionally used, all three bases for awarding tenure are in at least potential conflict with affirmative-action guidelines.

Institutions of higher education usually cast minimum eligibility requirements for tenure in terms of academic credentials, rank, and experience. Although specifics within each category vary greatly among colleges and universities, the point here is that they exist at all, for affirmative action prohibits using evaluation criteria that either tend to perpetuate a previously discriminatory situation or that do not relate to job performance.

In a 1971 decision, Griggs v. Duke Power Company (401 U. S. 424), the Supreme Court strongly affirmed these significant requirements. The unanimous decision written by Chief Justice Burger invalidated a company policy that required for employment and promotion a high-school diploma and a passing score on a general intelligence test. Insofar as neither condition could be manifestly related to job performance, the Court ruled that the stipulations violated the 1964 Civil Rights Act.

Whether these practices were deliberately or inadvertently discriminatory had no relevance, since the act specified that good intent "does not redeem employment practices or testing mechanisms that operate as "built-in headwinds" for minority groups and are unrelated to measuring job capability." Indeed, the Court struck at the very heart of credentialism. "The facts of this case," the Court asserted, "demonstrate the inadequacy of broad and general testing devices as well as the infirmity of using diplomas or degrees as fixed measures of capability."

If the Griggs case appears too far removed from the educational realm, consider a recent lower federal court decision, Armstead v. Starkville Municipal School District (325 F. Supp. 560). In this instance, the court declared a public school board had unlawfully discriminated against blacks by tying teachers' appointments and retention to the attainment of a master's degree and specified scores on Graduate Record Examinations that had not been validated as accurate predictors of job performance.

These cases plainly establish legal precedents and principles readily transferable to college faculties and to criteria used for awarding tenure, which is, after all, a condition of employment. Colleges and universities that hope to maintain present practice must be prepared to demonstrate that conventional criteria--i.e., a terminal degree or its equivalent, a given probationary period, and the holding of a particular rank--are manifestly related to job performance. Colleges must substantiate these contentions because the Griggs decision held that "Congress has placed on the employer the burden of showing that any given requirement must have a manifest relationship to the employment in question".

The implications of Griggs and related decisions are not limited to minimum eligibility requirements for tenure; traditional methods of judging performance and potential are also affected. Colleges and universities must be able to show that they use meaningful, concrete, non-discriminatory procedures and instruments for evaluating teaching performance. If only lip service is paid to teaching effectiveness and what really counts is the candidate's publication record, then the institution, as the employer, must be able to prove that the publications are "demonstrably" related to the job, which is teaching. Similar arguments will have to be advanced if potential is evaluated on the basis of present performance or on meeting minimum eligibility requirements as discussed above.

Affirmative action will affect far more than the criteria employed to award tenure so long as very few faculty members are detenured and more and more receive tenure. In 1972, colleges and universities with tenure systems (85 percent of the total) had a median of 41 to 50 percent of their faculties on tenure. In the spring of 1971, 42 percent of the respondents to a Keast Commission survey awarded tenure to all eligible faculty members, and two-thirds awarded tenure to 70 percent or more of those under consideration. At this rate many schools will soon have faculties "solidified" by a very high proportion of tenured personnel.

A faculty solidified by tenure stands at cross-purposes with affirmative action, which requires a more fluid circumstance to be effective. To appoint more blacks, Chicanos, women, and other persons previously victimized by discrimination requires vacancies. In the current no-growth era, vacancies must arise largely from turnover, not from expansion. Tenure, however, limits turnover. Thus the immovable object meets the irresistible force.

There are clear signals as to what will happen when the collision occurs. As construed by the Supreme Court in the Griggs case, the Civil Rights Act provides that "practices, procedures, or tests neutral on their face and even neutral in terms of intent, cannot be maintained if they operate to 'freeze' the status quo of prior discriminatory employment practices".

Furthermore, even the Nixon Administration, not a noted advocate of civil rights, recently determined that long-established policies that produced and maintained employment discrimination must be abandoned. In a January, 1973, directive then-Secretary of Labor James Hodgson commanded the Bethlehem Steel plant at Sparrows Point, Md., "to correct a seniority system that has been found to perpetuate the effects of past discrimination in the assignment of blacks to jobs in departments with limited advancement opportunities". Hodgson so ruled because the company's seniority system "locked" blacks into inferior positions. As authority to act, Hodgson cited Executive Order 11246, the same order that governs affirmative action for colleges and universities.

The parallels surely strike close to the campus. Tenure does to a significant degree "freeze" the status quo and thereby limit opportunities for employment. Likewise, tenure "locks" minority-group members and women into junior, non-permanent positions and thereby limits opportunities for advancement.

In fact, should tenure quotas or limits gain additional support in the academic community, the "lock-out" from senior, tenured positions will become even more severe. And should more faculties unionize and accept a traditional labor role, then the courts as well as state and federal governments will be more apt to regard tenure as a seniority system designed to enhance job security. To the extent that tenure practices discriminate against minorities and women, external authorities will undoubtedly order the system revised or even eliminated.

Thus, while academicians discuss the merits of tenure and eminent commissions walk a tightrope to consensus, the courts may dramatically end the debate. It would not be the first time the courts, prodded by minority groups, interceded to overhaul educational practices. The most noteworthy casualty was segregation. Tenure may be next.¹

¹Ibid.

Chapter 4

GENERAL DESIGN OF THE SURVEY PROJECT

Objectives

The following questions will be answered by the proposed project:

1. Generally, from the perceptions of members of the Drake University organization's academic community, is affirmative action management just as meaningful and appropriate within the academic community as it is within the non-academic communities of the institution and/or with other employer organizations in industry and corporate communities that do business with the Federal government?

2. Is the concept of affirmative action, as described in Drake University's written document, understood, made clear to and positively accepted by leaders and members of the academic community?

3. Is the implementation of affirmative action feasible within the academic community, as is, of Drake University from the standpoint of members of that community?

4. Are the specific activities and goals as described or prescribed in Drake University's affirmative action document applicable to the academic community setting?

5. What, if any, are alternatives of affirmative action management, other than those activities and goals described or prescribed in the University's document, that are more meaningful and applicable and appropriate in the academic community setting from the standpoint of the members of that community?

Procedures

Permission to conduct the questionnaire/opinionnaire survey will be obtained from the Office of the President, Drake University, which, until very recently, as also the organizational location of the Special Assistant for Equal Opportunity Programs, the author of this project. The very recent past functions, and responsibilities of ex-Special Assistant, or author of this project, will allow for a much easier and more effective communication of the significance of, and intents behind, the survey project (which will benefit both the academic program of the author of this project and the monitor and evaluation aspects of the institution's affirmative action program) to the President and the Vice President for Academic Affairs.

full-time (permanent and temporary) staff membership of the University's community is approximately 300. The project's author, as a result of his recently terminated position at the University, has access to a complete current list of the academic community members and their campus addresses.

Data and instrumentation. The data of this survey instrument will reflect the experience of the development and implementation of the University's affirmative action plan and program to date. For example, the Presidential Assistant for Equal Opportunity Programs and the President's Affirmative Action Committee accumulated a body of relevant data and questions as a result of the one school year process of writing the sixty-page comprehensive affirmative action document for the University. Specific items of the questionnaire/opinionnaire survey will be obtained from an academic dean and an academic department head who are current members of the President's Affirmative Action Committee who have strong commitments to the University's affirmative action program, and who work closely with the Presidential Assistant and the author of this survey project.

The data to be obtained from the survey project will be a mixture of (1) general perceptions of the academic

community members as to the relevancy and implementation feasibility of affirmative action programs and activities, as described in and prescribed by the University's affirmative action document, within the academic setting (programs and activities which apply to the total University and which reflect the minimum essentials of affirmative action and contract compliance by the Federal government); and (2) specific factual information reflecting the degree of current affirmative action-related activities and programs within departments and units of the University's academic community.

The survey instrument will be a narrative questionnaire/opinionnaire instrument form consisting of twelve narrative items requesting short narrative responses reflecting judgments, opinions and factual information from the respondents. The form will not include questions on personal data of respondent. The form will be designed so as to allow respondents to write in their short narrative responses on the form immediately following each written item. The first three or four narrative items of the instrument will deal with general affirmative action concepts and philosophies. The remaining eight or nine narrative items will deal with affirmative action programs and activities and

policies programmatically related to the academic community of the University's campus.

The survey instrument will, without question, ask the kind of data material needed by the affirmative action officer and the President's Affirmative Action Committee of the University for monitoring and evaluating the University's affirmative action program intents within the academe, and also information on the degree of applicability of those programs and activities as described in and prescribed by the University's affirmative action document.

Time Schedule

Approval of survey project	1 week
Determining survey population	1 day
Handling, processing and distributing the survey instrument	2 days
Receiving and analyzing the completed instruments	3 weeks
Preparation of paper	8 weeks
development of "polish form" of paper and approval	3 weeks
TOTAL	15 1/2 weeks

Chapter 5

ANALYSIS

In analyzing the narrative responses of the survey, the author of the project will score factual data from the survey items dealing with degree of affirmative action programs and activities of academic departments and units of varying sizes, as well as individual perceptions of the definition and conditions of the concept "affirmative action," and of the University's role as an "equal employment opportunity/affirmative action employer," so as to develop a narrative profile analysis of the academe for relatively easy examination, evaluation and monitoring.

In analyzing the narrative responses which will reflect opinions and judgments from the respondees, the project author will develop a numerical scale which will illustrate the measurement of degree of opinions, judgments and overall perceptions from the respondees to each narrative item calling for a responsive judgment or opinion. The spectrum of the scale will range from numbers correlating to highly positive perceptions about the listed items of

affirmative action questions to numbers correlating to highly negative perceptions. The degree of positivism and negativism, or the numerical ranking on the scale, will be judgmentally determined by the project's author and a subcommittee of the President's Affirmative Action Committee, consisting of not more than three academicians, so as to check on the problem of bias or narrow interpretation on the part of one analyst of the many responses. The scale can give the reader an overall picture of, perhaps, what areas of the University's academic community need more thrust of affirmative action communication and education. The project's author will write a brief narrative analysis of what is reflected on the numerical scale.

Chapter 6

SURVEY RESULTS

The results of the survey were, generally, satisfactory to the project author. However, because of the time of the academic calendar year the survey took place--second term of the Summer session--the survey returns were somewhat disappointing to the project author. There were seventy-one returns out of a total academic membership count of approximately three hundred. On the other hand, assuming that a large per cent of the academicians do not teach or work and/or teach or work away from the Drake University area during the Summer sessions, the return of seventy-one completed forms, nearly a fourth of the total academic membership count, represents a relatively strong performance, and indicates concern among many members of Drake's academic community to express their feelings and perceptions about the new management discipline called "affirmative action" that has been hurled to them practically overnight.

The returned completed survey forms indicated to the project author that there was, in general, clarity found in

the twelve question items making up the form. However, there was much expression found in the responding answers about the nature, the intent, the implications and the assumptions behind the question items. Considering that the respondees are academicians and scholars in their own right, including personalities who have great amounts of experience in developing questionnaires and performing field research as part of their academic work, the project author expected this kind of over all response from the survey project. The author was primarily concerned with the clarity of the question items, and not the controversial nature of the question items. The issue, or matter, of affirmative action is, indeed, controversial, particularly within the academic community setting.

Fourteen, or approximately one-fifth, of the returned forms were typed with the responding answers well outlined and well stated in narrative form, reflecting to the project author a great deal of thinking and preparation behind completing the form on the part of the respondees. Furthermore most of the returned forms reflect adequate written elaboration or expression on the respondees' perceptions of the definitions and conditions of affirmative action and equal employment opportunity in the management sense. Where responses were generally weak

was in the elaboration on the perceptions as to the management implications of affirmative action. Responses were generally adequate on the expression of degree of affirmative action programs and activities in major academic units, and a little below adequate to adequate on perceptions on the University's role as an affirmative action employer. The written responses were, to the author's surprise, generally quite adequate and complete on the question items dealing with the concept or notion of special consideration of employment matters to certain applicant groups.

Sixty-seven of the seventy-one returned completed survey forms reached the author's designation of location of return well within the deadline date. This, along with the fact that the respondees had three weeks to complete and return the forms, and the fact that the survey project was not an institutional project but rather a private one, indicates to the author that the participation and cooperation in the survey project were not too far down the participating academic members' priority lists. It also indicates to the author that the issue of affirmative action is not a dead or necessarily status quo issue within the Drake University academic community, even during the Summer academic term.

Chapter 7

SUMMARIZATION AND RECOMMENDATION

Summarization

The survey project, in general, answered the questions outlined in the General Design of the Survey Project section of this paper. The answers are scored and illustrated in the Appendixes section of this paper.

First, the concept and definition of affirmative action is generally clear among the respondees. The answers from the respondees on questions as to the definitions and conditions of affirmative action and equal employment opportunity in the management sense actually reflect an up-to-date and realistic conception of the management disciplines that jibes with the definition of the concept found in the Drake University Equal Employment Opportunity Affirmative Action document. Over a third of the total respondees see the management discipline implying, when appropriate, special consideration of employment practices to certain groups. Over one-half perceive the discipline as meaning extra, good-faith efforts and specific, outlined

and meaningful steps in getting certain groups of qualified people hired. Only a little over one-third perceive affirmative action concept in the same light as the concept of equal employment opportunity, namely equal consideration to all groups based on merit, or non-discrimination, and nothing else. Only one-fourteenth of all the participating respondents are not sure of a perception of the new management discipline.

Second, there are mixed feelings on the part of the respondents as to their perception of the degree of affirmative action programs and activities, and as to the degree of applicability of the management concept, in their respective academic departments and units. Just over half of the respondents perceive the presence of affirmative action programs and activities in their areas, despite the fact that the University has had a program in operation for two school years. a documented written plan approved by the President and Chairperson of the governing board for one year and a series of presentations and seminars on affirmative action to the total University community, including academic community and the department heads. Almost 30 per cent of the total respondents perceive the lack of affirmative action activities in their area, or are not sure. Just under 20 per cent see only evidence of the intent, or

marginal efforts, of a program. Only 35 per cent perceive the University as an affirmative action/equal employment opportunity employer, and half see the University on the borderline of compliance, or not in compliance.

More startling, however, is the mixed perceptions regarding the well-publicized management implications of affirmative action. Over 85 per cent of the total respondents see no implications of change of professional criteria for academicians, or no implication of change as to the notion of "academic excellence." Yet, on the other hand, almost 40 per cent see the implication of a loss, or possibility of a loss, of highly qualified white male academicians behind affirmative action. This indicates to the author that, unlike the business, industry and government employers the overwhelming majority of the academic community member participants perceive the present concept of the staff development and employment practices and management implications of affirmative action--employment selection criteria, criteria for measuring professionalism, criteria for measuring "best qualified person," and so forth--as non-feasible. Yet, many (40 per cent) see the new management concept as a threat to some of the already professional, "best qualified" employees--the members who fill the bill for "academic excellence," reflecting the perception that

the present staff development and employment practices and other management implications of the affirmative action concept is inappropriate to the academic community setting, i.e.,--numerical goals of minority groups and female hires in academic positions as prescribed by the University's document.

In analyzing the three charts located in the Appendixes section of this paper, along with the score tables, the author comes to accept three points of conclusion:

1. The concept of affirmative action, as described in the Drake University written document, is generally understood, made clear to the positively accepted by the respondent leaders and members of the academic community. Over one-half perceive the realistic, up-to-date and even far-reaching ingredients (communicated from the Federal government mandate on affirmative action and the University document which reacts to that mandate), and over half of the respondents are represented in the "highly positive" range.

2. On the other hand, the management implications in the areas of staff development and employment practices of the affirmative action concept as applied to the represented academic units are not feasible and/or appropriate, according to at least almost 40 per cent of the respondents.

The overwhelming majority of the respondees see no implication of change in the selection criteria of professionals, or academicians in their areas, while at the same time over one-half of the respondees clearly understand even the far-reaching management implications of the concept in general: They can accept the implication for change behind the concept in general, perhaps as it applies to non-academic employment such as business, industry, and even non-academic sections of the University, but they cannot accept it as it applies to their represented academic community settings.

3. The respondees are, indeed, divided as to the perception of the amount of affirmative action taking place within their areas and as to the degree of the role of the University as an affirmative action/equal employment opportunity employer. Only a little over a third of the total respondees perceive the institution as realistically promoting affirmative action.

Recommendations

The project author's recommendation is a two-way educational process--the Federal government agencies issuing mandates on affirmative action and the University central administration responsible for carrying out those

mandates, on the one hand, and the academic community, specifically the deans, department and unit heads, on the other hand. The educational process would involve the academic community spokespersons communicating to the University central administration and, when appropriate, the Federal government agency representatives the peculiarities of staff development and employment practices, in general, as distinguished from those found in business, industry, government and even the non-academic sections of the University. At the same time, the academic spokespersons should be encouraged, and even pushed by University central administration, to come up with some alternative methods of promoting affirmative action in a feasible, acceptable and meaningful way within the academe, as distinguished from those traditional methods reflecting one decade of enforcement and compliance of equal employment opportunity on the part of business, industry and government. The educational process would involve the Federal government community coming up with new and specific guidelines for affirmative action management within the academic setting. In fact, the Federal government community responsible for enforcing or overseeing the University affirmative action program should be asked to hire former academic administrators in the review and compliance agencies. The present

guidelines are based on enforcement and compliance of equal employment opportunity in business, industry and government, whereby staff development and employment practices are uniform and centralized in an office of personnel.

In other words, those directly responsible for implementing affirmative action on campus, including the Federal government compliance and enforcement agencies, and the leaders of the academic community need to get their heads together, which is currently not the case, and come up with a feasible method of carrying out the spirit as well as the letter of affirmative action laws. The affirmative action officer of the University can play a liaison role between the two forces. Therefore, it is essential that the affirmative action officer is a person who can strongly identify with the institution's academic community, while at the same time be respected as a responsible and vital officer of central administration.

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APPENDIX A

SURVEY INSTRUMENT

QUESTIONNAIRE/OPINIONNAIRE ON AFFIRMATIVE ACTION IN HIGHER EDUCATION

Purpose of the Survey

The purpose of this questionnaire/opinionnaire is to accumulate a body of data from the general faculty of this University which reflects the attitudes of, and perceptions and enlightenments on, the present affirmative action efforts on campus as prescribed by the Federal government via the University's Office of the President. This survey project is intended to give the kind of data needed by the University's affirmative action/contract compliance officer and the President's Affirmative Action Committee in order to monitor and evaluate the University's affirmative action program within the academe, and also information on the degree of applicability of those programs and activities as described in and prescribed by the University's affirmative action written document.

Instructions

Please answer each question item with a short written narrative answer in the space provided on the survey form. Please submit the completed form to the Office of Special Assistant for Equal Opportunity Programs, Room 302, University College, c/o Mrs. Brenda Colbert, via campus mail, by July 31, 1973.

Items--12

1. Briefly describe, in your own words, what you believe is meant by the concept "affirmative action" as applied to employment practices, personnel matters of general business management.

2. Briefly describe, in your own words, what you believe is meant by the condition of "equal employment opportunity".

3. Are "affirmative action" programs and activities taking place in your department or unit? If your answer is "Yes", attempt to give examples of two or three activities, situations or circumstances.

4. From your impression, does your department or unit have a general condition of "equal employment opportunity"? If your answer is "Yes", give a minimum of three factors of evidence. If your answer is "No", give the reasons you believe for the non-existence of the employment condition.

5. When considering the concept of an "affirmative action program" on this campus, do you believe that women's employment rights, benefits and interests should have greater emphasis than, lesser emphasis than, or the same emphasis as racial minorities' employment rights, benefits and interests?

6. Do you believe that there are some cases whereby women and minorities should receive preferential treatment over white males in employment matters in order for the University to fully reach a condition of equal employment opportunity? If your answer is "Yes", please list three specific employment-related matters where preferential treatment would be applied.
7. Do you feel that there are specific academic and administrative fields whereby women and minorities were high levels of academic and experiential credentials are worth more, in terms of salary and/or fringe benefits, to this University than their white male counterparts? If your answer is "Yes", please list those fields.
8. Do you feel that there are some situations whereby it is necessary or important for an academic department or unit to receive qualifiable (trainable or promotionable persons with the bare minimum academic credentials, who can demonstrate good faith efforts of working on, and eventually completing, terminal academic degree programs for competency in higher education teaching effectiveness) minority group persons and women for employment without lowering the department's or unit's academic standards in order for the University to fully reach a condition of equal opportunity? If your answer is "Yes", please briefly list those situational factors.
9. Do you believe that qualifiable minority and female staff persons, if received at this University, can, for the most part, achieve academic excellence as prescribed by the department or unit?

10. Do you feel that the management of affirmative action in your department or unit will compel a stark re-evaluating of your department's or unit's criteria of professionalism, recruitment of quality academic personnel, standards of academic excellence?
 11. Do you feel that the management of affirmative action in your department or unit will result in a large number of the department's or unit's highly qualified scholars paying with their careers simply because they are male and white?
 12. Do you believe that, currently, the University is really an "equal employment opportunity/affirmative employer" in the true sense of the words?
-

APPENDIX B

SURVEY SCORE TABLES

Table 1

Responding Perceptions of the Definitions and Conditions
of Affirmative Action and Equal Employment Opportunity

	Special con- siderations of employment practices to certain groups	Actively seek- ing and recruiting qualified minority group persons and females	Equal con- sideration to all groups-- employment based on merit	Non-discrim- ination in employment practices	Not sure
Number of Respondees	24	18	30	4	5

Table 2

Responses to Degree of Affirmative Action Programs
and Activities in Major Academic Units

	Presence of affirmative action pro- grams and activities	Evidence of a thrust of plan- ning or intent of affirmative action programs	Marginal affirmative action pro- grams and activities	Lack of affirmative action pro- grams, or program intents	Not sure
Number of Respondees	38	9	5	10	9

Table 3

Responding Perceptions of the University's Role in
Equal Employment Opportunity-Affirmative Action

	Drake University is an equal em- ployment oppor- tunity affirma- tive action employer	Drake University is on the border- line of compli- ance (under Fed- eral government affirmative action mandate and guidelines	Drake University is not an equal employment oppor- tunity/affirmative action employer	Not sure
Number of Respondees	26	12	22	10

Table 4

Responding Perceptions of the Concept or Notion of
Special Consideration to Certain Applicant Groups

	Necessity of prefer- ential treatment in some affirma- tive ac- tion cases	No neces- sity	Necessity for great- er salar- ies for minority and female academi- cians in some affir- mative ac- tion cases	No neces- sity	Necessity of receiv- ing <u>quali-</u> <u>fiable</u> min- ority and female aca- demic candi- dates in some affir- mative ac- tion cases	No Neces- sity
Number of Respondees	30	41	20	51	46	25

Table 5

Responding Perceptions as to the Management
Implications of Affirmative Action

	Change of professional criteria and notion of academic excellence	No change of	Possibility of change	Loss of high- ly qualified white male academicians	No loss of	Possibility loss
Number of Respondees	6	60	5	12	44	15

APPENDIX C

GRAPHIC CHART ANALYSIS

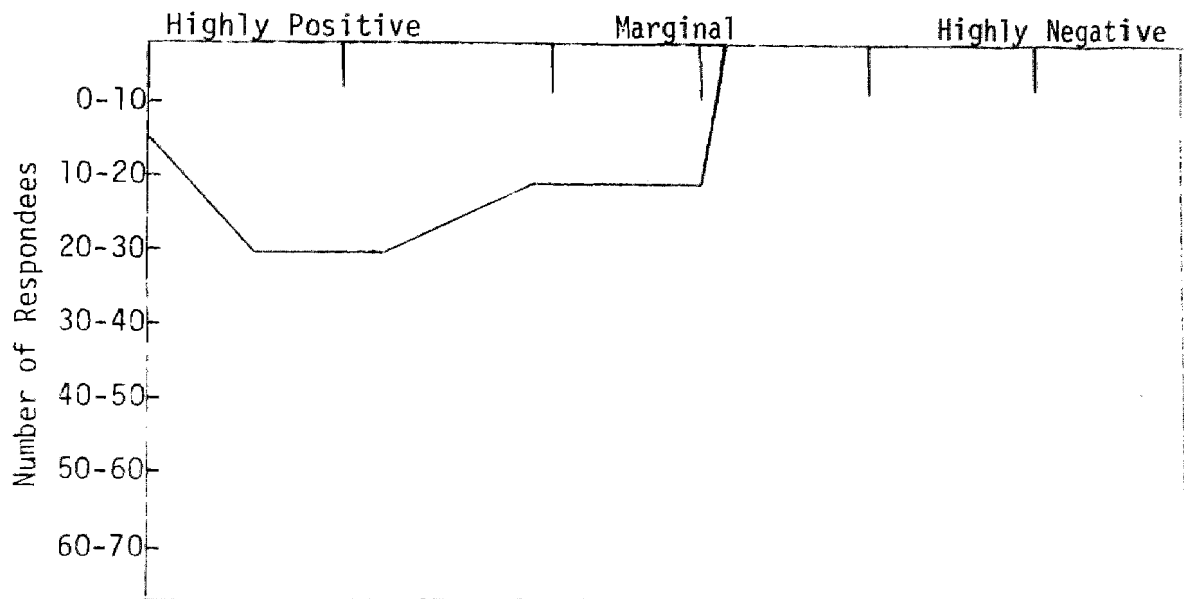


Chart 1

Graphic Scale Illustrating Degree of Positivism and Negativism on Responding Perceptions of Concepts of Affirmative Action

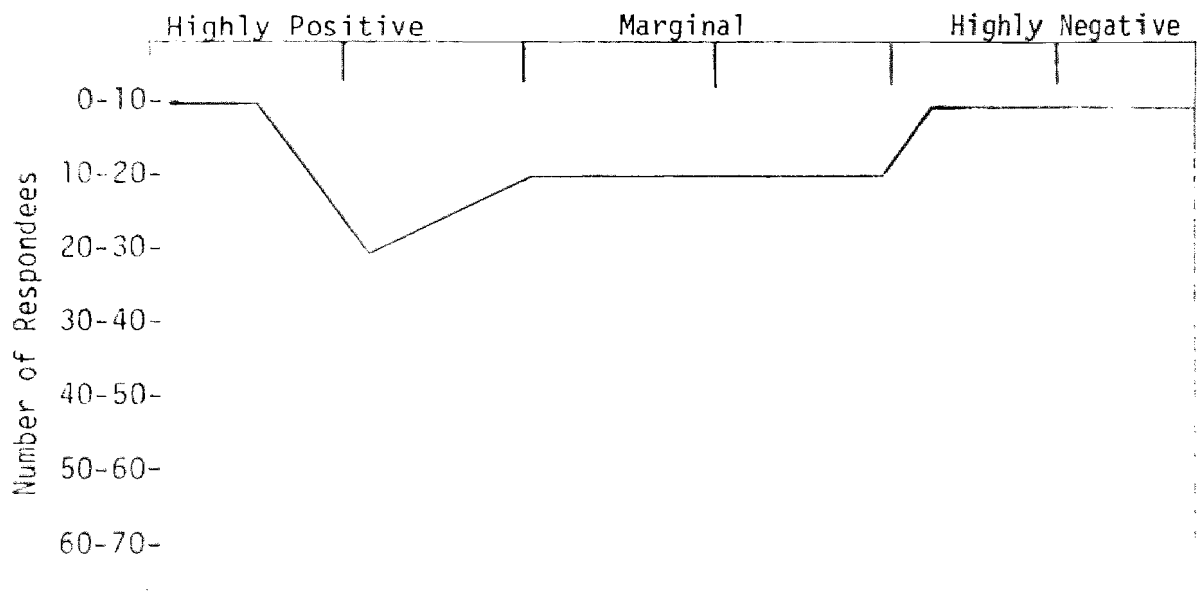


Chart 2

Graphic Scale Illustrating Degree of Positivism and Negativism on Responding Perceptions of Affirmative Action Programs and Activities Within Academic Departments and Units

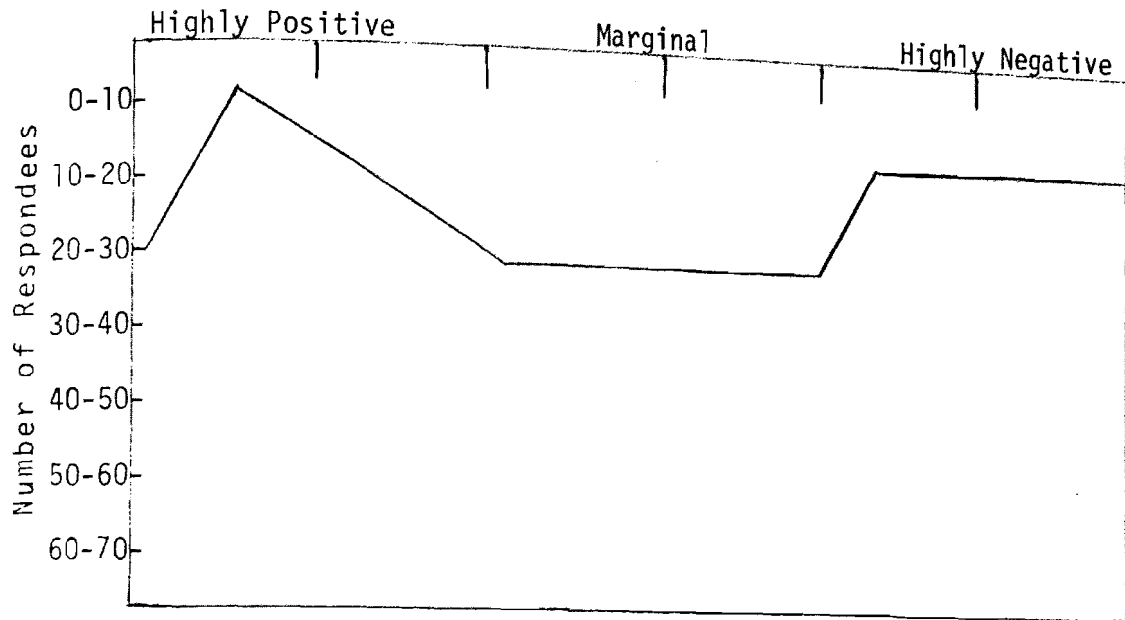


Chart 3

Graphic Scale illustrating Degree of Positivism and Negativism on Responding Perceptions on the Speculative Management Implications and Ramifications of Affirmative Action